

2005 PAAP ELA Entry Slip for Content Standard

G

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

ENGLISH LANGUAGE ARTS

READING

A. Process of Reading 1 2 3 4 5 6 7 8 9 10 11

B. Literature and Culture 1 2 3 4 5 6 7 8 9 10 11 12 13

D. Informational Texts 1 2 3 4 5 6 7 8

WRITING

F. Standard English Conventions 1 2 3

Ⓒ. Stylistic-Rhetorical Aspects ① 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>G</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 11</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response	<input type="checkbox"/>	Constructed Response	<input type="checkbox"/>
		Performance Based	<input checked="" type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Real Stories</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to write or dictate a story based on what the he/she had seen and/or done on a trip outside the classroom. The teacher explained that he/she wanted to read a student created story that included things the student had seen or during the experience.

The experience described in the student stories for this task was:

Prior Knowledge and Skills Required:

The student needed prior knowledge of main ideas, sequence, and beginning, middle and end. To build this understanding, multiple opportunities were provided, prior to the assessment, for practice in making observations and describing them.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided an opportunity for the student to make a real-life observation and then write about it.

Level of Assistance (Check one):

Task Specific ☐

Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key:

 (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information:

 (ex., Clarify how the point value of the task was determined.)

Real Stories

To help you get started on your stories, draw pictures of three things that you saw or did on your walk.

Write (may be dictated) a story based on what you saw or did on your walk. Use the pictures above to give you ideas about what to include in your story.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

% Correct_____

Real Stories

**A second story to accompany the single Task Description is necessary only if the first piece written on the previous page is more like a paragraph than a multi-paragraph essay.*

To help you get started on your story, draw pictures of three things that you saw or did on your walk.

Write (may be dictated) a story based on what you saw or did on your walk. Use the pictures above to give you ideas about what to include in your story.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

% Correct_____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>G</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 11</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response	<input type="checkbox"/>	Constructed Response	<input type="checkbox"/>
		Performance Based	<input checked="" type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Real Stories</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to write or dictate a story based on what he/she had seen and/or done during an earlier real-life experience (ex., field trip, group activity, family event) . The teacher explained that he/she wanted to read a student created story that included things the student had seen or during the experience.

The experience described in the student stories for this task was:

Prior Knowledge and Skills Required:

The student needed prior knowledge of main ideas, sequence, and beginning, middle and end. To build this understanding, multiple opportunities were provided, prior to the assessment, for practice in making observations and describing them.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided an opportunity for the student to make a real-life observation and then write about it.

Level of Assistance (Check one):

Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key:

 (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information:

 (ex., Clarify how the point value of the task was determined.)

Real Stories

To help you get started on your story, draw pictures of 3 things that you saw or did during your experience.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

% Correct _____

Real Stories

**A second story to accompany the single Task Description is necessary only if the first piece written on the previous page is more like a paragraph than a multi-paragraph essay.*

To help you get started, draw pictures of 3 more things about your experience that you want to include in your story.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>G</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 11</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response	<input type="checkbox"/>	Constructed Response	<input type="checkbox"/>
		Performance Based	<input checked="" type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Real Stories</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **third task** for this Entry required the student to write or dictate a story based on what he/she had seen and/or done during an earlier real-life experience (ex., field trip, group activity, family event) . The teacher explained that he/she wanted to read a student created story that included things the student had seen or during the experience.

The experience described in the student stories for this task was:

Prior Knowledge and Skills Required:

The student needed prior knowledge of main ideas, sequence, and beginning, middle and end. To build this understanding, multiple opportunities were provided, prior to the assessment, for practice in making observations and describing them.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided an opportunity for the student to make a real-life observation and then write about it.

Level of Assistance (Check one):

Task Specific ☐

Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key:

 (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information:

 (ex., Clarify how the point value of the task was determined.)

Real Stories

To help you get started on your story, draw pictures of 3 things that you saw or did during your experience.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

% Correct _____

Real Stories

**A second story to accompany the single Task Description is necessary only if the first piece written on the previous page is more like a paragraph than a multi-paragraph essay.*

To help you get started, draw pictures of 3 more things about your experience that you want to include in your story.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>G</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 11</u>
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Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Real Stories</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **fourth task** for this Entry required the student to write or dictate a story based on what he/she had seen and/or done during an earlier real-life experience (ex., field trip, group activity, family event) . The teacher explained that he/she wanted to read a student created story that included things the student had seen or during the experience.

The experience described in the student stories for this task was:

Prior Knowledge and Skills Required:

The student needed prior knowledge of main ideas, sequence, and beginning, middle and end. To build this understanding, multiple opportunities were provided, prior to the assessment, for practice in making observations and describing them.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided an opportunity for the student to make a real-life observation and then write about it.

Level of Assistance (Check one):

Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key:

 (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information:

 (ex., Clarify how the point value of the task was determined.)

Student Name_____ **Date**_____

Real Stories

To help you get started on your story, draw pictures of 3 things that you saw or did during your experience.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

% Correct

Student Name

Date _____

Real Stories

**A second story to accompany the single Task Description is necessary only if the first piece written on the previous page is more like a paragraph than a multi-paragraph essay.*

To help you get started, draw pictures of 3 more things about your experience that you want to include in your story.

Write (may be dictated) a story based on what you saw or did during your experience. Use the pictures above to give you ideas about what to include in your story.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

% Correct_____